



Peralta Community College District

PROGRAM AND COURSE APPROVAL PROCESS MANUAL for Faculty and Administrators

EDUCATIONAL SERVICES
2nd Edition
August 2002

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PERALTA COMMUNITY COLLEGE DISTRICT
PROGRAM AND COURSE APPROVAL PROCESS MANUAL
for Faculty and Administrators

Prepared by:

Marilyn J. Rowe

under the direction of

Senior Vice Chancellor, Educational Services

Judy E. Walters

2nd Edition

September 2002

PREFACE

This *Program and Course Approval Process Manual* represents an updating of the December 2000 *Manual*. This *Manual* reflects the statutory and regulatory changes that have occurred in California over the past several years. It is what we affectionately refer to as a “living document” which means at any point-in-time there may be additions and corrections; therefore, it is our intention to periodically update this document. As we all work with this document, we will undoubtedly discover ways to make it more clear and comprehensible. Please notify Sheryl Queen who will collect this information for our next update.

The Peralta Board of Trustees adopted two policies on November 14, 2000; Board Policies 5.11 *Review Policy for Instructional Programs* and 5.12 *Articulation Policy for Instructional Programs and Support Services*. The procedures for these two policies are implicit in this *Program and Course Approval Process Manual*, the *Program Review* document, and the articulation procedures from each of the Peralta colleges. Statutory basis is in Title 5 section 51022(b).

All of the proposed technical changes have been reviewed by the District Academic Senate; Council on Instruction, Planning and Development (CIPD); College Curriculum Committees; and College Academic Senates.

My sincere appreciation and gratitude is extended to Marilyn Rowe for her knowledge, leadership, and ability to keep “all the pieces” of this project together.

Judy E. Walters, Senior Vice Chancellor
Educational Services

TABLE OF CONTENTS

	<u>Page</u>
Preface	i
Introduction	ii
Part I Program and Course Development Procedures	
College Approval	1
District Approval	1
State Approval	1
Uniform Course Numbering System	3
Selected Topics Series Courses (new courses)	5
Community Service (Fee-Based) Courses	6
Contract Education (Not-for-credit) Courses	
Development of New Course and Revision of Existing Course	
I. Initiating new course or revision	7
II. Course outline form	7
III. Completing course outline form	7
IV. Revision to existing course	
1) non-substantive change	8
2) substantive change	8
3) changes to Uniform Course Numbering course	8
4) modularization	9
V. Changes to existing and new programs	9
VI. Reactivation of a Course	9
VII. Approval Process Sequence	10
Abbreviated Course Outline Checklist	11
Sample Course Outline Form	11a
Sample Substantive Change Form	12
Program and Course Review	13
Distance Education	14
Independent Study	15
Course Repetition Policy	16
Appendix	18
Part II Developing Policies	
Table of Contents	19
Peralta Mission Statement	20
CIPD, Purpose and Procedures	22
Discipline/Faculty Task Force	25
Waivers and Substitutions Guidelines	26
Petition for Substitution/Waiver	27
Students with Disabilities	
Board Policy 5.24	28
Chancellor's Handbook	29
DSP&S College Contacts	31
Guidelines for Associated Degree Applicable Courses	32
Guidelines for Transfer Level Courses	34
Verbs Requiring Cognitive Outcomes	35

INTRODUCTION

The California Legislature, upon the governor's ratification, has charged the Board of Governors with

- (1) the responsibility for providing leadership and direction in the continuing development of the California community colleges;
- (2) assuring the overall quality and mission – appropriateness of the curriculum of the colleges;
- (3) establishing minimum standards as required by law for credit and noncredit classes;
- (4) approving all new programs and new courses that are not part of approved programs.

Education Code Sections 70901 (b) (10)
70901 (b) (1) (D)

The Board of Governors delegates its oversight responsibility for the community college curriculum and instruction to the (state) Chancellor's Office, which in turn, delegates specified parts of its authority to local districts on a conditional basis. For details refer to *California Community Colleges, Program and Course Approval Handbook*, Sections 1 and 2.

Individual colleges are mandated to uphold state standards for courses and programs based upon curriculum policies each district is mandated to establish.

Education Code Section 70902 (b) (2)

These responsibilities are carried out through a curriculum committee constituted as required by California Code of Regulations Title 5 Section 55002(a).

The governing board of each community college district shall establish policies for and approve courses of instruction and educational programs. Education Code Section 70902 (b)(2). Each course to be offered by a community college (exempting community service classes) shall be approved by the (state) Chancellor before the course is offered by the colleges. Title 5 Section 55100.

PERALTA COMMUNITY COLLEGE DISTRICT

COLLEGE APPROVAL

New courses and programs must be reviewed and approved by the College Curriculum Committee, appropriate Division Dean, Vice President of Instruction, and College President (see Appendix A-1; Appendix A-12).

Substantive and/or non-substantive changes to existing courses which are part of Uniform Course Numbering require review by the local Curriculum Committee of each college offering the course. The curriculum committee Chairperson(s) will forward, in writing, the approval or denial of the requested change to the Chairperson of the college who initiated the request for the change. The above listed sequence of approval applies.

Substantive changes to existing courses (not part of Uniform Course Numbering) and programs require the above listed sequence of approval.

Non-substantive changes to existing courses (not part of Uniform Course Numbering) require approval by the local Curriculum Committee and Vice President of Instruction.

DISTRICT APPROVAL

New courses with permanent course numbers and programs must be reviewed and approved by the Council on Instruction, Planning, and Development (CIPD). These courses and programs are then submitted to the Senior Vice Chancellor of Educational Services, Chancellor, and Peralta Board of Trustees for approval.

Uniform Course Numbering and substantive course changes for existing courses require CIPD review and approval. Non-substantive course changes for existing courses are reviewed and approved by the local Curriculum Committee and college Vice President of Instruction. They are referred to CIPD as informational items only.

STATE APPROVAL

Chancellor's Office approval is only required for courses that are not part of approved programs. Continuing stand-alone courses are not required to be submitted for approval; only new stand-alone courses. (If a course has been discontinued and is then re-established, it is considered new) Title 5 Section 55130.

Approval Required

- ◆ All associate degree majors, and certificates of 18 or more semester units
- ◆ Credit programs
- ◆ Any courses part of a program
- ◆ New options, emphases, concentrations, specializations, etc. to existing majors and/or programs
- ◆ Substantial modifications to already approved program (refer to page 7 of *California Community Colleges, Program and Course Approval Handbook* for explanation of "modification")
- ◆ Apprenticeship credit programs and noncredit courses

- ◆ Courses transferable for elective credit
- ◆ New stand-alone courses that do NOT meet one of the blanket approval categories (refer to page 24 of *California Community Colleges, Program and Course Approval Handbook*)

No Approval Required

- ◆ Certificates requiring less than 18 units
- ◆ Community services classes
- ◆ Non-vocational courses accepted for major requirement or general education at any California State University or University of California campus
- ◆ When college has fewer than 12 semester units of stand-alone coursework in the same T.O.P. code
- ◆ Cooperative work experience courses, selected topics courses, and special study courses.

PERALTA COMMUNITY COLLEGE DISTRICT

UNIFORM COURSE NUMBERING SYSTEM

<u>Uniform Course Numbers</u>	<u>Explanation in Assigning Course Numbers</u>
001 – 199	Credit, transfer, degree applicable liberal arts and vocational courses including Selected Topics for liberal arts and vocational disciplines (48s) (degree credit courses in approved programs)*.
200 – 249	Credit, non-transfer, degree applicable courses including Selected Topics for liberal arts and vocational disciplines (248s) (degree credit courses in approved programs).**
250 – 299	Credit, non-transfer, non-degree applicable courses (non-degree credit courses that require either state approval or approval under delegated approval authority).
300 - 301	Credit, non-transfer, non-degree applicable Selected Topics laboratory courses
302 – 399	Credit, non-transfer, non-degree applicable Selected Topics courses (non-degree credit courses). Reserved for District-approved Selected Topics courses that are offered for non-degree credit and which require either state approval or approval under delegated approval authority. At present only the 348 designation is being used in this series.
400 – 499	Credit Apprenticeship and Cooperative Education/Work Experience Education courses. Apprenticeship courses are non-degree applicable and non-transfer, while Cooperative Education courses are degree applicable and transferable, with the exception of Apprentice Work Experience courses.
500 – 599	Non-credit, general, apprenticeship, and older adult courses (non-credit courses that require state approval).
600 – 699	Non-credit, courses specific for the disabled (non-credit courses that require state approval).

(cont.)

<u>Uniform Course Numbers</u>	<u>Explanation in Assigning Course Numbers</u>
700 – 799	Not-for-credit (fee-based) courses for contract education.
800 – 999	Community Services (fee-based) courses.
1000 – 9999	Professional development (PRDEV) courses for faculty and staff (0 unit, non-FTES courses).

* LRNRE Resources (LRNRE) courses numbered below 200, while transferable to CSU and/or UC, are not degree applicable, i.e., they are not required for a degree or certificate and do not satisfy general education requirements.

** LRNRE 201 at Alameda is not transferable but is associate degree applicable as an elective; i.e., it is not required for a degree or certificate and does not satisfy general education requirements.

SELECTED TOPICS (New Course) POLICY

New courses may be designated as Selected Topics with the exception of courses requiring outside agency licensing (RN, LVN, Radiologic Technology, Aviation Operations and Maintenance, Dental Assisting, Cosmetology, Child Development, Nursing Assistant).

The course numbering system for Selected Topics is as follows:

- 48 AA – ZZ associate degree; transferable
- 248 AA – ZZ associate degree; non-transferable
- 348 AA – ZZ non-associate degree.

New courses, while offered and included in the colleges' schedules of classes, are not considered to be regular catalog entries. At such time as these courses receive permanent status they can be added to the college catalog. These courses will be submitted to the colleges' Articulation Officer and Curriculum Committee for review prior to the offering of the course (CIPD 1/31/90). Course outlines must be on file in the Office of Instruction for all Selected Topics courses for audit and articulation purposes, and before a course can be added to the schedule or offered (CIPD 12/5/94).

Liberal Arts Selected Topics courses numbered 48 AA – ZZ, 248 AA – ZZ, and 348 AA – ZZ may be offered for ½ - 5 semester units. Vocational Selected Topics courses numbered 48 AA – ZZ, 248 AA – ZZ and 348 AA – ZZ may be offered for ½ - 9 semester units. The number of Selected Topics courses offered at any one time in each liberal arts department is six; the number of Selected Topics courses offered at any one time in each vocational department is eight.

Each Selected Topics course can be offered for a maximum of three times. During the second or third time the course is offered, the department should decide if it wants the course as a permanent offering or not. If so, the department submits the course to the curriculum committee in the first step of the course approval process. If not, the course must be retired. NOTE: A course may be submitted for CIPD approval during the first offering due to extenuating circumstances.

Selected Topics series 448 AA – ZZ (Apprenticeship and Cooperative Education), 548 AA – ZZ, and 648 AA – ZZ (Non-credit Courses) follow the procedures stated above.

The following exception applies to a new, approved vocational major which is unique to one college and may apply to some transfer courses: when the local Curriculum Committee approves a new course which is required as part of the major, the course shall begin with a permanent number. CIPD approval is required.

COMMUNITY SERVICE (FEE-BASED) and CONTRACT EDUCATION (NOT-FOR-CREDIT) COURSES

The governing board of any community college district may establish Community Service classes (Title 5 Section 55002(d), Education Code Section 78300), and Contract Education courses (Title 5 Section 55170, Education Code Sections 78020 - 78021).

Not-For-Credit (Contract Education) applies to those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college. These courses are not-for-credit and carry zero units. Within the PCCD these Liberal Arts and Occupational Education courses are numbered 748 A – ZZ.

Community Service (Fee Based) applies to courses outside the credit and non-credit programs of the District and therefore do not require state approval. These courses are offered for zero units. Within the PCCD these Liberal Arts and Occupational Education courses are numbered 848 AA – ZZ and 948 AA – ZZ (Appendix A-2).

Prior to the first offering of any Liberal Arts and Occupational Education Selected Topics course numbered 748 AA – ZZ, 848 AA – ZZ, and 948 AA – ZZ, the course will be submitted to the Curriculum Committee for review. Course outlines must be on file in the Office of Instruction for audit purposes and before a course can be added to the schedule or offered (CIPD 12/5/94).

Each Selected Topics course can be offered for a maximum of three times with the exception of contract education courses. During the second or third time the course is offered, the department should decide if it wants the course as a permanent offering or not. If so, the department submits the course to the curriculum committee in the first step of the course approval process. If not, the course must be retired. NOTE: A course may be submitted for CIPD approval during the first offering due to extenuating circumstances.

For additional information refer to PCCD Board Policy 6.65 and the Community Services Program Procedures Manual, PCCD Office of Educational Development (July 1997).

DEVELOPMENT OF NEW COURSE AND REVISION OF EXISTING COURSE

I. Initiating New Course or Revision

1. Full and part-time faculty members may develop and/or revise courses. This process begins at the department level with discussion on reason for course proposal. If the course is interdisciplinary, all involved departments participate in each step of the procedure.
 - (a) reasons for proposing a new or revised course may include, but are not limited to, maintaining discipline currency; in response to business or industry needs; inclusion in curriculum pattern for major; subject will enhance student's knowledge of the discipline.
 - (b) all new courses start with a Selected Topics number. Confer with college Program Specialist for assigned number. Refer to page 4 for details on the application and use of Selected Topics courses. NOTE: A course may be submitted for CIPD approval during the first offering due to extenuating circumstances.
2. Faculty should review the documents titled DEFINITION (FORM G – 3 (12/00); Appendix A-3) and COMPARISON OF DIFFERENT CREDIT MODES – TITLE 5 REGULATIONS (FORM G – 4A (12/00); Appendix A-4). This information, along with consulting the college Articulation Officer, will help in determining the most appropriate level for the proposed course; i.e., transfer, associate degree, or non-associate degree.

II. Course Outline Form

1. It is the responsibility of the course originator to complete the course outline (FORM G 1 (11/99); Appendix A-5).
2. The originator is also responsible for initiating Request For Program/Course Approval (FORM F (1/02); Appendix A-1). This is referred to as the "Signature Sheet". The faculty member is to obtain the signatures of the Department Chair and Division Dean. This form and the course outline are then forwarded to the chair of the college Curriculum Committee.
3. Criteria the Curriculum Committee uses to evaluate course proposals include, but are not limited to: department justification; relationship of course to department and college education plans; appropriateness of course content; vocational departments' advisory board support; departmental faculty support.
4. Forms are available from the Office of Instruction.

III. Completing the Course Outline

1. All items must be completed (sample form on page 8a)
 - (a) when more than one college offers a Uniform Course all items numbered one through 12 on the course outline form (FORM G-1); Appendix A-5 are to be identical.
2. When writing the catalog description (item 9)
 - (a) start with an adjective or noun other than "a", "the", "course"
 - (b) after the first general phrase put a colon and start the next word with a capital letter
 - (c) use no verbs, few articles ... mostly descriptive terms
 - (d) limit to four lines—the course description is NOT an outline of the course
 - (e) variable level courses should show a separate description for each level
 - (f) there should be congruence between the course content and the catalog description

3. Student Performance Objectives (item 11) should have at least one student outcome stated for each topic in the content section.
4. Course Content (item 12)
 - (a) this section must be more than listing chapter headings from a textbook. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each
 - (b) content for each level of a variable level course must be clearly identified
 - (c) courses which contain both lecture and laboratory must show separate content for each
5. Prerequisites, Corequisites, and Advisories (item 18)
 - (a) refer to college catalog for detailed information
 - (b) one method of validating a pre/corequisite for a transfer level course is to complete item 22.

A helpful document from the Academic Senate for California Community Colleges entitled *Components of a Model Course Outline of Record* is available at www.curriculum.cc.ca.us.

IV. Revision to Existing Course

1. A non-substantive Change is defined as changing the course description, grade policy or RFM transfer status without change to course content
 - (a) faculty member proposing the change should discuss this first with department colleagues then complete FORM F – 2 (11/99), Request for Course Approval; Appendix A-6 and FORM F (1/02), Signature Sheet; Appendix A-1.
 - (b) approval process is completed at the Office of the Vice President of Instruction.
2. Substantive Change is defined as any change to the following:
 - department name and/or abbreviation
 - course number
 - course title
 - course content
 - pre/corequisite
 - hours for lecture and/or laboratory
 - units
 - (a) faculty member proposing change should discuss this first with department colleagues then complete FORM F – 2 (11/99), Request for Course Approval; Appendix A-6; sample form on page 8b and FORM F (1/02), Signature Sheet; Appendix A-1.
 - (b) approval process is completed at the Office of the Vice President of Instruction; it is forwarded to CIPD for action.
3. Substantive and Non-substantive Changes to Uniform Course Numbering (UCN)
 - (a) for any change to an existing course which is part of the District's UCN system, consensus must be obtained from the department chair and curriculum committee of all colleges offering the course. It is the responsibility of the department chair at the college proposing the change to arrange for the District-wide discipline meeting.
 - (b) FORM F – 2 (11/99), Request for Course Approval; Appendix A-6; and FORM F (1/02), Signature Sheet; Appendix A-1 must be completed.

(c) if approved, the college initiating the request for change shall see that the item is forwarded to CIPD. It is recommended that colleges prepare required forms to be presented at the same time to CIPD for action.

4. Modularization

- (a) full and part-time faculty may modularize an existing course. This process begins at the department level with discussion on reasons and/or needs for course modularization. If course is interdisciplinary, all involved departments participate.
- (b) it is the responsibility of the faculty member initiating the request to modularize the course to complete FORM F-5 (1/02), Request for Modularization of Existing Course; Appendix A-13.
- (c) a course may have more than one style of modularization.
- (d) if the course being modularized is offered at another Peralta College, the Department Chair at the college proposing the alteration is to send a copy of FORM F-5 to the Department Chair at each respective college as an information item only.
- (e) the standard course approval process applies and request for course modularization is presented to CIPD as an action item.

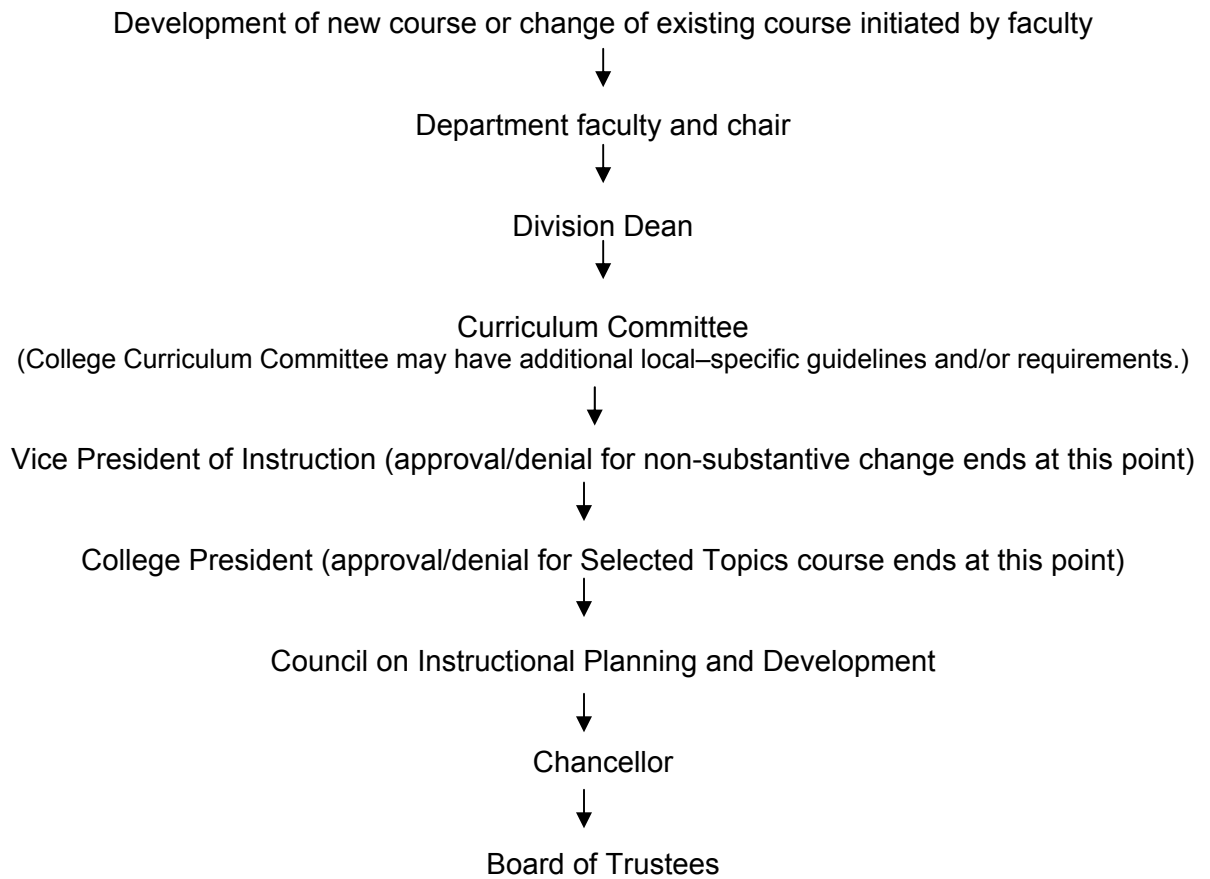
V. Changes to Existing and New Programs

- 1. Upon consultation with department faculty and appropriate Division Dean, the faculty member requesting the change shall complete FORM F – 4 (11/99), Request for Program Approval; Appendix A-9 and/or FORM F-1 (11/99), Request for Course Approval; Appendix A-8 and FORM F(1/02), Signature Sheet; Appendix A-1.
- 2. For Additions to new programs follow above stated consultation and complete FORM F – 3 (11/99); Appendix A-7 and FORM F (1/02); Appendix A-1.

VI. Reactivation of a Course

The procedure for initiating a new course shall be followed except the course's permanent number will apply.

VII. Review of Approval Process Sequence for non-substantive changes, substantive changes, Selected Topics course, and new course with permanent number



PERALTA COMMUNITY COLLEGE DISTRICT ABBREVIATED COURSE OUTLINE CHECKLIST

Department/Course No: _____
Course Title: _____

To be completed by the Curriculum Committee and Articulation Officer:

- 1a. Is course required for an occupational Certificate of Completion?
Yes _____ No _____ If yes, which program(s)?
a. _____ b. _____
- 1b. Is course required for a Liberal Arts program? Yes _____ No _____
If yes, which program(s)?
a. _____ b. _____
- 2a. Does it meet GE requirements for the Associate Degree?
Yes _____ No _____
- 2b. If yes, which requirements?
- | | |
|--|--|
| Natural Science _____
Social and Behavioral
Sciences _____

Humanities _____

Ethnic Studies _____ | Language and Rationality
(a) English Composition _____
(b) Mathematics _____
(c) Computer Literacy _____
(d) Oral or Written Communication or
Literature _____
(e) Communication/Analytical Thinking
(COA only) _____ |
|--|--|

To be completed by Articulation Officer – Transfer level courses only

1. Proposed to UCOP: Yes _____ No _____
If yes, date submitted _____
Reply date _____ Approved _____ Denied _____
2. Effective term added to CSU Baccalaureate List _____
3. Does course meet CSU GE/Breadth requirements? Yes _____ No _____
If yes, list Area(s) _____
- Date submitted _____
Reply date _____ Approved _____ Denied _____
4. Does course meet IGETC requirements? Yes _____ No _____
If yes, list which Area(s) with designated codes _____
- Date submitted _____
Reply date _____ Approved _____ Denied _____

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE: TERM COURSE TO BE OFFERED:

ORIGINATOR: DATE:

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION (check one only):
 Degree Credit Non-Degree Credit Non-Credit
 Community Service (Fee-Based) Not-for-Credit (Contract Ed.)

2. DEPT/COURSE NO: 3. COURSE TITLE:

4. COURSE: NEW REVISION/SUBSTANTIVE CHANGE UPDATE ONLY TOP NO:

5. UNITS: HRS/WK LEC: HRS/WK LAB:

6. COURSE LENGTH: SEMESTER: SHORT-TERM:
 Short-Term No. of Weeks: Short-Term No. of Lecture Hrs: Short-Term No. of Lab Hrs:

7. NO. OF TIMES OFFERED AS SELECTED TOPIC: AVERAGE ENROLLMENT:

8. JUSTIFICATION FOR COURSE:

9. COURSE/CATALOG DESCRIPTION:

10. OTHER CATALOG INFORMATION:
 a. Modular: Yes No If yes, how many modules:
 b. Open entry/open exit: Yes No
 c. Grading policy: (1) Credit/No-credit (2) Letter grade only (3) Both letter grade or credit/no-credit
 d. Eligible for credit by exam: Yes No
 e. Repeatable according to state guidelines: Yes No
 If yes, number of allowable repeats:
 f. Required for degree/certificate: Yes No
 If yes, specify degree/certificate:
 g. Part of a sequence of courses: Yes No
 h. Are there prerequisites/corequisites/recommended preparation for this course? Yes No
 If yes, pages 5 and 6 must be completed.

To be supplied by the Office of

S
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COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: EDU 30

11. LIST STUDENT PERFORMANCE OBJECTIVES (**EXIT SKILLS**): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Compare and contrast at least 3 different child rearing customs among the ethnic groups stated in item 12.
2. Analyze and evaluate 2 local preschool programs.

(There should be one outcome objective for each topic in the course content section.)

12. COURSE CONTENT: (List major topics in sequence; address objectives listed in #11 above. **Degree applicable course must be taught at college level; see definition.** List percent of time spent on each topic. Also, differentiate content of each level, when levels are assigned.)

List Percents

- | | | |
|-----|---|-----|
| I. | Child rearing customs among Asian, African-American, and Latino Cultures: | 50% |
| | Toilet training | |
| | Discipline | |
| | Feeding patterns | |
| | Socialization patterns | |
| | Peer interaction | |
| II. | Research & evaluation of local community programs | 50% |

Topic II is an example of insufficient information. It should give the names of some community programs to be used; example of what specifically will be researched; how data will be collected and written up.

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE: EDU 30

13. METHODS OF INSTRUCTION: (List methods used to present course content.)

Lectures
Class discussions
Field trips
observations

14. ASSIGNMENTS: [6] hours/week. (List all assignments, including library assignments. Requires two (2) hours independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Text and reserve reading assignments
Individual class presentations
Term paper
Mid-term
Final exam

ASSIGNMENTS ARE: (Check one. See definition of college level.)

- College level
 Not college level

15. STUDENT ASSESSMENT (Grades are based on): (Check as many boxes as are applicable. **Note: For degree credit, AT LEAST ONE of the first three boxes must be checked.** If "ESSAY" is not checked, please explain why here.)

-
- ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- COMPUTATION SKILLS
- NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- SKILL DEMONSTRATION
- MULTIPLE CHOICE
- OTHER (Describe.)

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p
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COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: EDU 30

16. TEXTS, READINGS, AND MATERIALS:

A. List author, title, publisher, edition, and date of publication of representative texts and other materials.

Smith, John Multiculturalism and the Preschool Child, Harper. 2nd ed. 1999

B. Additional Resources:

1. Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course.

Are print materials adequate? Yes No

Are nonprint materials adequate? Yes No

Are services adequate? Yes No

Specific materials and/or services needed have been identified and discussed. Librarian comments:

Librarian (Signature)

Date:

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

C. Readings listed in A and B above are: (Check one. See definition of college level.)

- Primarily college level.
- NOT primarily college level.

17. Designate occupational code (check **ONE** only):

- A: Apprenticeship course
- B: Advanced occupational
- C: Clearly occupational
- D: Possibly occupational (preparatory; introductory)
- E: Non-occupational liberal arts or course in an occupational department recommended for non-majors

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COURSE OUTLINE

DEPARTMENT, COURSE NUMBER:

18. PREREQUISITES, COREQUISITES, AND ADVISORIES ON ENROLLMENT: (Any entry here requires completion of page 6 also. List specific Peralta course(s) by department and course number. The limit in the Peralta District is 4 "AND" and 4 "OR" statements for each prerequisite or corequisite. Do NOT print this page if there is no prerequisite/corequisite or recommended preparation.)

Prerequisites:

<input type="text" value="PSYCH 7L"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>

Corequisites:

<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
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Recommended Preparation:

Program Requirement: Is program acceptance required: Yes [] No [X]
Limit on program enrollment: Yes [] No [X] Maximum enrollment: []

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COURSE OUTLINE

DEPARTMENT, COURSE NUMBER: EDU 30

NOTE: Complete a SEPARATE page 6 for EACH prerequisite or corequisite or recommended preparation (number the pages as 6a, 6b, 6c, etc. (Do NOT print these pages if there is no prerequisite/corequisite or recommended preparation.)

19. This page applies to a: Prerequisite Corequisite Recommended Preparation
 List the specific prerequisite or corequisite:

PSYCH 7L

List the specific recommended preparation:

20. Are subject course and pre/corequisite: Sequential Adjunctive
 (If checked, omit responses to Items #22 and #23 below.)

21. **ENTRY SKILLS:** (In the following space, list the course content/entry skills required of the pre/corequisite or recommended preparation, i.e., list what the student needs to learn in the pre/corequisite or recommended preparation course that constitutes the entry skills of the subject course of this outline.)

Students should be able to:

 Cognitive development
 Peer & social interaction
 Home & environmental enrichment programs for children
 Development of morality & social control

22. **CSU/UC CAMPUSES:** (Identify in the table below three CSU/UC campuses which require an equivalent pre/corequisite for a course equivalent to the subject course of this outline. Also state in the table the corresponding course department and numbers for the identified campuses. This is one way to validate a pre/corequisite, but it is not the only way and therefore it is not mandatory to complete this table.)

	CSU/UC Campus	Course Dept/No.	Pre/Corequisite No.
1	UC, Irvine	EDUC 202	PSYCH 10
2	CSU, Chico	Ed 150	PSY 25
3	CSU, Los Angeles	Edu 45	PSYCH 106

23. **COMMUNICATIONS, COMPUTATIONAL, NON-SEQUENTIAL PRE/COREQUISITE:** (In the following space, explain how the need for the pre/corequisite was validated.)

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**REQUEST FOR COURSE APPROVAL
SUBSTANTIVE CHANGES TO EXISTING CATALOG COURSES**

Department/Course No: Education 6

Course Title: Introduction to Education

Check appropriate box(es) for action to be taken:

- Substantive course change for an existing catalog course** **UCN substantive course change also**
(Requires districtwide discipline approval before submission to CIC and CIPD)

Check applicable change and describe proposed change below:

- | | | |
|--------------------------|---------------------------|------------------------|
| 1. ___ Dept/Discipline | 5. ___ Hours | 9. ___ Variable Levels |
| 2. ___ Course Number | 6. ___ Prerequisite/Coreq | 10. ___ Variable Units |
| 3. <u>X</u> Course Title | 7. ___ Course Description | 11. ___ Variable Hours |
| 4. <u>X</u> Units | 8. ___ Add Level | 12. ___ Other _____ |

Item No.	Change FROM: (Course Information/ Course Description)	Change TO: (Course Information/ Course Description)
----------	---	---

3	Introduction to Education	Exploring Education in Modern Society
4	2 units	3 units

JUSTIFICATION for course change request:

3. to reflect the contemporary issues in education as presented in the course

4. increase is necessary to accommodate additional content

Approved [] Not Approved [] Deferred [] by Curriculum Committee on _____
Course outline returned to originator for editing/corrections on _____

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PROGRAM AND COURSE REVIEW

As part of maintaining accreditation, colleges are required to review curriculum on a regular basis. The most direct implication of the accreditation standards is the need to review each course outline of record on a regular basis, at least within the 6-year accreditation cycle.

Working with the District Academic Senate, the Peralta District incorporated the review of curriculum into the Instructional Program Review process. A calendar of all programs has been established to ensure that all instructional programs and student services are reviewed within the six-year accreditation cycle.

Good practice for occupational programs is to review the program to the standards required by Education Code Section 78016 every two years and then do a course by course review for curriculum standards every six years.

WASC Handbook of Accreditation and Policy Manual (1996)
Academic Senate for California Community Colleges (Fall 1996)

Additional References

California Code of Regulations Title 5 Section 51022(a)

Peralta Community College District Board Policy 5.11

Instructional Program Review Guidelines, September 2002

Student Services Program Review Guidelines, September 2002

DISTANCE EDUCATION

Each college of the Peralta Community College District offers courses via Distance Education (telecourses, on-line, tele WEB). These offerings are in compliance with Title 5 Sections 51865, 53200, and 55370 through 55380.

Some of the requirements stated in the above sections are:

- full faculty involvement in the determination of course quality
- selection of instructors through the same procedures used to determine all instructional assignments
- some form of regular, effective contact or communication between instructors and students for every distance education course
- separate review and approval of every new distance education course through the local curriculum committee process
- assurances that existing distance education courses which have never been separately reviewed and approved would undergo review and approval.

Faculty will use the Distance Education Course Outline, FORM G – 1DE(10/01); Appendix A-11, and follow procedures as established at each college.

When an existing course is offered via Distance Education for the first time, it will be presented to CIPD for approval.

Each semester's Distance Education offerings are coordinated by the Senior Vice Chancellor of Educational Services.

INDEPENDENT STUDY

Course number 49 is designated for Independent Study. Only subject matter not offered within the District shall be considered appropriate.

Courses may be offered for $\frac{1}{2}$ - 5 semester units. By administrative approval, Independent Study courses may be repeated for an accumulated total not to exceed 5 units per discipline.

During any one semester, the total number of units earned in all 49 courses attempted by the student may not exceed 5 units.

Request for Independent Study:

- (1) consent of the instructor and department chairperson. Student must submit written request, including outline of the project to instructor;
- (2) obtain written approval prior to the end of the second week of the semester and register for the course;
- (3) meet prerequisites as outlined by individual departments.

It is important to note that all courses offered under the Independent Study regulations must be of college level and meet all the criteria prescribed in State statute (Title 5 Section 78310). The sponsoring college must present evidence that the course will transfer for general education, major, or elective purposes to a campus of the University of California or the California State University.

COURSE REPETITION POLICY

I. Course Repetition Peralta Board of Trustee Policy Statement

1. Student may repeat any course taken within the PCCD for which the grading symbols “D”, “F”, “NC”, or “W” have been recorded. Upon successful repetition of such courses, the original grade will remain on the transcript but will not be computed in the GPA. Students cannot repeat the same course more than once in order to alleviate a substandard grade.
2. Students may repeat a course because there has been a significant lapse of time since the student previously took the course.
3. Students may repeat specifically designated courses for credit if the course is listed in the college catalog and/or class schedule as a “repeat course”. The college catalog will also identify the number of permissible repeats for each course listed. (Title 5 Sections 58161 & 55762)

II. Course Repetition Monitoring Practices

1. Students exceeding repeat limits at the time of registration are to be referred to a counselor for academic advising.
2. The Vice President of Instruction at each college shall be responsible for informing college personnel of the policy on course repetition and the related monitoring practices.

III. Course Repetition Guidelines

1. General Requirements:
 - a) A course outline must be on file that clearly shows how the course content will differ each time it is offered and taken by a student repeating the course. In addition, a statement indicating that course content varies from term to term should appear in the college catalog under each course identified as repeatable.
 - b) The course must be designated in the college catalog as being repeatable and include pertinent information such as the number of times the course may be repeated and under what circumstances. A course may be repeated for a maximum of three semester repetitions.
2. Special Conditions
 - a) If the course is listed in the college catalog as variable level for the implied purpose of allowing a student to take it more than once, then each of the separate levels should not be identified as being repeatable in excess of the repeat limit. Thus, the course can be taken for a maximum of four times only; each level denotes “one take” of the course.
 - b) Selected Topics courses may NOT be repeated and are not to be placed on the course repeat list.
 - c) With respect to variable units/hours courses, except for Independent Study, each course or each separate level may be taken only once by students regardless of the units earned (i.e., the course or levels may NOT be repeated in order to earn the maximum units possible).
 - d) An Independent Study course must meet all the conditions specified for repeatability.

IV. Students with Disabilities

The policy on course repetition with respect to students with special needs is as follows: The purpose for allowing repetition of selected skills development and related courses is to provide reasonable accommodation for disabled students under federal law. Specifically, disabled students may repeat identified courses so long as they are making reasonable progress toward an educational goal. It is the college's responsibility to document: (a) the criteria used to determine the need for allowing repetition of courses; and (b) the means used to measure/show student progress, including recorded evidence. (Title 5 Section 56029 & PCCD Board Policy 5.24)

APPENDIX

<u>NAME</u>	<u>CODE</u>	<u>PAGE</u>
Request For Program/Course Approval (one page) (signature sheet)	FORM F (1/02)	A – 1
Agreement For Community Services (Fee-Based) Classes (7 pages) Agreement for classes Agreement for activities Class proposal Activity proposal Registration form (5/97)	(3/97)	A – 2
Definitions (1 page)	FORM G-3 (12/00)	A – 3
CA.C.C. Information/Worksheets Comparison of Different Credit Modes ---- Title 5 (one page)	FORM G-4A (12/00)	A – 4
PCCD Course Outline (6 pages)	FORM G-1 (11/99)	A – 5
Request For Course Approval (one page) Substantive changes to existing catalog courses	FORM F-2 (11/99)	A – 6
Request For Program Approval (one page) Program Additions/deactivations	FORM F-3 (11/99)	A – 7
Request For Course Approval (one page) Additions/deactivations/updates	FORM F-1 (11/99)	A – 8
Request For Program Approval (one page) Program changes	FORM F-4 (11/99)	A – 9
Abbreviated Course Outline Checklist (one page)	FORM G-2B (9/00)	A –10
PCCD Distance Education Course Outline (6 pages)	FORM G-1DE (10/01)	A –11
New Program Application/Report (5 pages) General Instructions, Occupational Programs, Transfer Programs	FORM:95 PROG APP	A – 12
Request For Modularization of Existing Course (1 page)	FORM F- (1/02)	A-13
California Community Colleges, Application for Approval or Credit Course (2 pages)	FORM 8:2000	A-14

**REQUEST FOR PROGRAM/COURSE APPROVAL
PROGRAM/COURSE ADDITIONS/DEACTIVATIONS/CHANGES**

Program/Dept & Course No:

Program/Course Title:

INSTRUCTIONS: Originator is to complete this form for **ALL PROGRAM/COURSE ADDITIONS (NEW), DEACTIVATIONS, UPDATES, OR REVISIONS/SUBSTANTIVE CHANGES**, including any change affecting the Uniform Course Numbering (UCN) system or College Catalog information. **This form is to accompany the course outline/program information for submission to the College Curriculum and Instruction Committee (CIC) and the Council on Instruction, Planning, and Development (CIPD), along with Form F-1, F-2, F-3, or F-4, whichever is appropriate.**

Originator:

Date:

Department:

New

Revision/Substantive Change to CIPD

Update Only (not to CIPD)

Deactivation

	Approved		Signature	Date
	Yes	No		
Originator:			_____	_____
Department Chair:	[]	[]	_____	_____
Division Dean:	[]	[]	_____	_____
Districtwide Discipline Committee: (Course offered by other Peralta Colleges)	[]	[]	_____	_____
Chair, Curriculum Committee (CIC):	[]	[]	_____	_____
Vice President of Instruction:	[]	[]	_____	_____
College President:	[]	[]	_____	_____
CIPD:	[]	[]	_____	_____
Sr. Vice Chancellor, Educational Svcs:	[]	[]	_____	_____
Board of Trustees:	[]	[]	_____	_____

Approved [] Not Approved [] Deferred [] by Curriculum Committee on _____
Course outline/program information returned to originator for editing/corrections on _____

PERALTA COMMUNITY COLLEGE DISTRICT

Agreement for Community Services (Fee-Based) Classes

This Agreement to furnish community services educational instruction is made by and between the Peralta Community College District (_____ College) (herein called District) and _____ herein called Community Services Instructor).

1. **NATURE AND EXTENT OF INSTRUCTIONAL SERVICES:** The Community Services Instructor will provide instructional services in the following community services (fee-based) class (multiple class sections may be listed per class offering):

Class Title	Dates	Time/Days	Room No.
-------------	-------	-----------	----------

(Attach additional lists if more than three class sections.)

2. **TERM OF AGREEMENT:** The term of this Agreement shall be from _____ to _____.
3. **COMPENSATION:** The Community Services Instructor will be compensated pursuant to Implementing Board Policy 6.65. The rate of pay will be \$ _____ per hour of instruction.
4. **STUDENT FEE PER CLASS:** \$ _____/hour of instruction x _____ hours = \$ _____ (total fee per class).
5. **MINIMUM CLASS SIZE:** _____. **Note:** Class will be canceled if minimum class size is not attained by the first class meeting.
6. **ASSIGNMENT OR SUBCONTRACTING:** The Community Services Instructor may not assign or transfer this Agreement or any interest therein or claim thereunder, nor subcontract any portion of the work thereunder, without written approval of the Peralta Community College District.
7. **TERMINATION:** The District shall have the right in its sole discretion to terminate this Agreement and the individual's temporary employment without cause by giving seven (7) days written notice to the Community Services Instructor. If, for any cause, the Community Services Instructor fails to fulfill in a timely and/or proper manner his/her obligations under this Agreement, or if the Community Services Instructor violates any of the covenants, agreements, or stipulations of this Agreement, the District shall thereupon have the right to terminate this Agreement by giving written notice to the Community Services Instructor of such termination and specifying the effective date of such termination.

Agreement for Community Services (Fee-Based) Classes, continued

- 8. **INSURANCE:** The District is not obligated, for this temporary part-time assignment for the Community Services Instructor, to provide insurance coverage for medical or dental benefits, life insurance or long-term disability, nor to contribute to PERS or STRS. The Community Services Instructor, however, will be covered under the District's Unemployment and Workers' Compensation funds. Also, the District will make contributions to OASDI and Medicare for wages earned by the Community Services Instructor.
- 9. **REPORTING:** The Community Services Instructor providing services under this Agreement shall report to the executing office of this Agreement following its completion to ascertain that all requirements have been met.
- 10. **CONFLICT OF INTEREST:** The Community Services Instructor affirms that to the best of his/her knowledge, there exists no actual or potential conflict between the Community Services Instructor's business, or financial interests, and his/her services under this Agreement, and in the event of change in either his/her private interests or service under this Agreement, he/she will raise with the Dean of Instruction any question regarding possible conflict of interest which may arise as a result of such change.
- 11. **NONDISCRIMINATION:** Peralta Community College District is an Equal Opportunity Affirmative Action Employer and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, ancestry, age, marital status, or handicapped condition.
- 12. **APPLICABLE LAW:** This Agreement shall be governed by the laws of the State of California. This assignment may not be used to claim permanent or probationary status in the District.

COMMUNITY SERVICES INSTRUCTOR:

PERALTA COMMUNITY COLLEGES

Print Name

Division Dean's Signature

Signature

Date

Date Telephone No.

Vice President of Instruction's Signature

Address

Date

City, State, ZIP

Budget Coding for Assignment

Taxpayer I.D. No: Social Security No. (SSN)

NOTE: Resume of instructor is to be attached as evidence he/she is qualified to teach the class.

PERALTA COMMUNITY COLLEGE DISTRICT

Agreement for Community Services (Fee-Based) Activities

This Agreement to furnish community services activities is made by and between the Peralta Community College District (_____ College) (herein called District) and _____ (herein called Community Services Provider).

1. **NATURE AND EXTENT OF ACTIVITY:** The Community Services Provider will provide services in the following community services (fee-based) activity (multiple times may be listed per offering):

Activity Title	Dates	Time/Days	Room No.
<hr/>			
<hr/>			
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(Attach additional lists if more than three times listed.)

2. **TERM OF AGREEMENT:** The term of this Agreement shall be from _____ to _____.
3. **COMPENSATION:** The Community Services Provider will be compensated pursuant to Implementing Board Policy 6.65. The rate of pay will be \$_____ per hour of activity.
4. **STUDENT FEE PER ACTIVITY:** \$_____/hour of activity x _____ hours = \$_____ (total fee per activity).
5. **MINIMUM ACTIVITY SIZE:** _____. Note: Activity will be canceled if minimum size is not attained by the first activity meeting.
6. **ASSIGNMENT OR SUBCONTRACTING:** The Community Services Provider may not assign or transfer this Agreement or any interest therein or claim thereunder, nor subcontract any portion of the work thereunder, without written approval of the Peralta Community College District.
7. **TERMINATION:** The District shall have the right in its sole discretion to terminate this Agreement and the individual's temporary employment without cause by giving seven (7) days written notice to the Community Services Provider. If, for any cause, the Community Services Provider fails to fulfill in a timely and/or proper manner his/her obligations under this Agreement, or if the Community Services Provider violates any of the covenants, agreements, or stipulations of this Agreement, the District shall thereupon have the right to terminate this Agreement by giving written notice to the Community Services Provider of such termination and specifying the effective date of such termination.

Agreement for Community Services (Fee-Based) Activities, continued

8. **INSURANCE**: The District is not obligated, for this temporary part-time assignment for the Community Services Provider, to provide insurance coverage for medical or dental benefits, life insurance or long-term disability, nor to contribute to PERS or STRS. The Community Services Provider, however, will be covered under the District's Unemployment and Workers' Compensation funds. Also, the District will make contributions to OASDI and Medicare for wages earned by the Community Services Provider.
9. **REPORTING**: The Community Services Provider providing services under this Agreement shall report to the executing office of this Agreement following its completion to ascertain that all requirements have been met.
10. **CONFLICT OF INTEREST**: The Community Services Provider affirms that to the best of his/her knowledge, there exists no actual or potential conflict between the Community Services Provider's business, or financial interests, and his/her services under this Agreement, and in the event of change in either his/her private interests or service under this Agreement, he/she will raise with the Dean of Instruction or Student Services any question regarding possible conflict of interest which may arise as a result of such change.
11. **NONDISCRIMINATION**: Peralta Community College District is an Equal Opportunity Affirmative Action Employer and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, ancestry, age, marital status, or handicapped condition.
12. **APPLICABLE LAW**: This Agreement shall be governed by the laws of the State of California. This assignment may not be used to claim permanent or probationary status in the District.

COMMUNITY SERVICES PROVIDER:

PERALTA COMMUNITY COLLEGES

Print Name

Division Dean's Signature

Signature

Date

Date Telephone No.

Vice President's Signature

Address

Date

City, State, ZIP

Budget Coding for Assignment

Taxpayer I.D. No: Social Security No. (SSN);
or Employer I.D. No. (EIN), if applicable.

NOTE: Resume of provider is to be attached as evidence he/she is qualified to provide the service or offer the activity.

PERALTA COMMUNITY COLLEGE DISTRICT
(College) Office of Instruction
Community Services (Fee-Based) Class Proposal

Course Dept/No: _____ Class Title: _____

Class Description (approximately 100 words or brief paragraph):

Class Content (list major topics):

No. of Sessions: _____ Length of Each Session: _____ hrs. Total No. of Hours: _____

Total Term Hours: _____ Total No. of Lec Hours: _____ Total No. of Lab Hours _____

Days and Dates: _____ Time: _____

Location/Room No: _____ Minimum Enrollment: _____ Maximum Enrollment: _____

Special Requirements: _____

Instructor's Name: _____ SSN: _____
(please print)

Instructor's Signature: _____ Date: _____

Division Dean's Signature: _____ Date: _____

VP of Instruction's Signature: _____ Date: _____

**PERALTA COMMUNITY COLLEGE DISTRICT
(College) Office of the Dean
Community Services (Fee-Based) Activity Proposal**

Course Dept/No: _____ Activity Title: _____

Activity Description (approximately 100 words or brief paragraph):

Activity Content (list major topics):

No. of Sessions: _____ Length of Each Session: _____ hrs. Total No. of Hours: _____

Total Term Hours: _____ Total No. of Lec Hours: _____ Total No. of Lab Hours _____

Days and Dates: _____ Time: _____

Location/Room No: _____ Minimum Enrollment: _____ Maximum Enrollment: _____

Special Requirements: _____

Provider's Name: _____ SSN: _____
(please print)

Provider's Signature: _____ Date: _____

Division Dean's Signature: _____ Date: _____

VP of Instruction's Signature: _____ Date: _____

(College)
COMMUNITY SERVICES (FEE-BASED) REGISTRATION FORM

(copy of the form appears here)

PERALTA COMMUNITY COLLEGE DISTRICT

DEFINITIONS

A. CRITICAL THINKING:

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. It involves a number of skills and cognitive processes which can be improved by instruction and conscious effort. A list of critical thinking skills would include the following (different skills tend to be significant in different fields, but all educational areas involve these skills to some degree):

1. **OBSERVATIONAL SKILLS:** Observe patiently and objectively in order to gain insight.
2. **SELF-AWARENESS:** Be aware of one's own thought processes, values, and priorities and understand how they influence one's own observations.
3. **REASONING SKILLS:** Reason systematically and logically, recognize and formulate concepts, distinguish facts from inferences, tell reasons from conclusions, recognize and correct faulty reasoning.
4. **QUESTIONING SKILLS:** Rationally and systematically question procedures and ideas.
5. **PROBLEM-SOLVING SKILLS:** Pose and solve problems through systematically analyzing alternatives; test, refine, and apply proposed solutions.
6. **PRESENTING IDEAS:** Present one's position on an issue or solution to a problem using reasoning and evidence while remaining open to other perspectives and new data that might require a revised approach.

B. COLLEGE LEVEL:

The following criteria will be used in determining if a course is college level. (Not all of these criteria are equally applicable in all fields of study, but they should be taken into consideration to the extent appropriate in approval of degree applicable and transfer courses.)

1. **TIME DEMANDS:** Course should conform to time demands of Carnegie units (in lecture courses, 2 hours a week of outside work for each unit of credit; and/or in lab courses, 3 hours of practicum for each unit of credit).
2. **RIGOR:** Students should be required to exhibit their understanding of the course materials and concepts as well as such critical thinking skills as finding alternatives, understanding through significant performances including skills demonstrations or substantial written essays.
3. **THEORY AND APPLICATION:** In liberal arts courses, content and text should involve understanding, questioning, and application of concepts and theory through analyses, syntheses, and arguments; vocational courses will emphasize problem solving and application of principles through skills demonstrations.
4. **OPEN-ENDEDNESS/INDEPENDENT LEARNING:** Courses should involve some student input into the nature of assignments and projects. Assignments should require independent thinking and judgment; as much as possible, students should define their own problems and organize their own tasks with guidance from instructor, seeking further information on the subject outside of materials presented directly by instructor and text.
5. **COLLEGE-LEVEL TEXTS AND PRIMARY SOURCES:** Instructors may choose to use textbooks. Texts should be supplemented by primary sources or other readings. The texts should be postsecondary in focus, with a significant requirement of independent, critical thinking from the student.

California Community Colleges Informational Sheet/Worksheets

Comparison of different Credit Modes – Title 5 Regulations

AA DEGREE CREDIT

NON-DEGREE CREDIT

NON-CREDIT

COMMUNITY SERVICE

55805.5 Content & objectives of course fall into one of categories a-e of this section of Title 5.		84711a (1-9) Education Code. Content & objectives of noncredit course must fall in one of these 9 categories.	
55002a(1) Recommended by curriculum committee. Approved by local Board.	55002b (1) Recommended by curriculum committee. Approved by local Board. Needed by eligible students.	55002c (1) Recommended by curriculum committee. Approved by Board. Needed by enrollees.	55002d (2) Approved by local Board.
55002a (2) Credentialed Instructor.	55002b (2) Credentialed Instructor.	55002c (2) Credentialed Instructor.	
55002a (3) Official outline with: 1. Scope, units, objectives, and content 2. Reading & writing assignments & homework 3. Teaching methods 4. Methods of evaluation.	55002b (3) Official outline with: 1. scope, units, objectives, and content 2. reading & writing assignment & homework 3. teaching methods 4. methods of evaluation.	55002c (3) Resource materials, attendance, achievement standards approved by curriculum committee. 55002c (4) Official outline with: 1. scope, objectives, and content 2. teaching methods methods of evaluation	55002d (2) Designed for physical, mental, moral, economic, or civic development. 55002d (3) Provides subject matter content, resource materials, and teaching methods which the local Board deems appropriate for the enrollees.
55002a (4) Instructional objectives are common to all students.	55002b (4) Instructional objectives are common to all students		55002d (4) Is conducted in accordance with a predetermined strategy or plan
55002a (5) Student performance is evaluated by essay unless problem solving or skill demonstration is more appropriate; a formal grade is assigned.	55002b (5) Student performance is evaluated and assigned a formal grade.		
55002a (6) Carnegie Units: 3 hrs work per week per unit, prorated for labs, etc.	55002b (6) Work required per unit locally determined.		
55002a (7) Scope & intensity of work require independent study outside class			
55002a (8) Entrance skills, prerequisites.	55002b (7) Prerequisites as applicable.		
55002a (9) College level language and computational skills necessary.			
55002a (10-11) Requires critical thinking ability to apply “college level” concepts, vocabulary, & learning skills, as determined by local curriculum committee.			
55002a (12) Uses educational materials approved by the curriculum committee as “college level”.			
55002a (13) Limits repeated enrollment	55002b (8) Limits repeated enrollment.		55002d (5) Open to all community members.

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE: TERM COURSE TO BE OFFERED:

ORIGINATOR: DATE:

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION (check one only):
Degree Credit Non-Degree Credit Non-Credit
Community Service (Fee-Based) Not-for-Credit (Contract Ed.)

2. DEPT/COURSE NO: 3. COURSE TITLE:

4. COURSE: NEW REVISION/SUBSTANTIVE CHANGE UPDATE ONLY TOP NO:

5. UNITS: HRS/WK LEC: HRS/WK LAB:

6. COURSE LENGTH: SEMESTER: SHORT-TERM:
Short-Term No. of Weeks: Short-Term No. of Lecture Hrs: Short-Term No. of Lab Hrs:

7. NO. OF TIMES OFFERED AS SELECTED TOPIC: AVERAGE ENROLLMENT:

8. JUSTIFICATION FOR COURSE:

9. COURSE/CATALOG DESCRIPTION:

10. OTHER CATALOG INFORMATION:
a. Modular: Yes No If yes, how many modules:
b. Open entry/open exit: Yes No
c. Grading policy: (1) Credit/No-credit (2) Letter grade only (3) Both letter grade or credit/no-credit
d. Eligible for credit by exam: Yes No
e. Repeatable according to state guidelines: Yes No
If yes, number of allowable repeats:
f. Required for degree/certificate: Yes No
If yes, specify degree/certificate:
g. Part of a sequence of courses: Yes No
h. Are there prerequisites/corequisites/recommended preparation for this course? Yes No
If yes, pages 5 and 6 must be completed.

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

11. LIST STUDENT PERFORMANCE OBJECTIVES (**EXIT SKILLS**): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

12. COURSE CONTENT: (List major topics in sequence; address objectives listed in #11 above. **Degree applicable course must be taught at college level; see definition.** List percent of time spent on each topic. Also, differentiate content of each level, when levels are assigned.)

List Percents

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

13. METHODS OF INSTRUCTION: (List methods used to present course content.)

14. ASSIGNMENTS: [] hours/week. (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

ASSIGNMENTS ARE: (Check one. See definition of college level.)

- College level
- Not college level

15. STUDENT ASSESSMENT (Grades are based on): (Check as many boxes as are applicable. **Note: For degree credit, AT LEAST ONE of the first three boxes must be checked.** If "ESSAY" is not checked, please explain why here.)

- ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- COMPUTATION SKILLS
- NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- SKILL DEMONSTRATION
- MULTIPLE CHOICE
- OTHER (Describe.)

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

16. TEXTS, READINGS, AND MATERIALS:

List author, title, publisher, edition, and date of publication of representative texts and other materials.

B. Additional Resources:

1. Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course.

Are print materials adequate?	Yes []	No []
Are nonprint materials adequate?	Yes []	No []
Are services adequate?	Yes []	No []

Specific materials and/or services needed have been identified and discussed. Librarian comments:

Librarian (Signature)

Date:

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

C. Readings listed in A and B above are: (Check one. See definition of college level.)

- [] Primarily college level.
[] NOT primarily college level.

17. Designate occupational code (check **ONE** only):

- [] A: Apprenticeship course
[] B: Advanced occupational
[] C: Clearly occupational
[] D: Possibly occupational (preparatory; introductory)
[] E: Non-occupational liberal arts or course in an occupational department recommended for non-majors

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

18. PREREQUISITES, COREQUISITES, AND ADVISORIES ON ENROLLMENT: (**Any entry here requires completion of page 6 also.** List specific Peralta course(s) by department and course number. The limit in the Peralta District is 4 "AND" and 4 "OR" statements for each prerequisite or corequisite. Do NOT print this page if there is no prerequisite/corequisite or recommended preparation.)

Prerequisites:

<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>

Corequisites:

<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>
and:								
<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>	or	<input type="text"/>

Recommended Preparation:

Program Requirement: Is program acceptance required: Yes [] No []
Limit on program enrollment: Yes [] No [] Maximum enrollment: []

COURSE OUTLINE

DEPARTMENT/NUMBER/TITLE:

NOTE: Complete a SEPARATE page 6 for EACH prerequisite or corequisite or recommended preparation (number the pages as 6a, 6b, 6c, etc. (Do NOT print these pages if there is no prerequisite/corequisite or recommended preparation.)

19. This page applies to a: Prerequisite [] Corequisite [] Recommended Preparation []
List the specific prerequisite or corequisite:

List the specific recommended preparation:

20. Are subject course and pre/corequisite: Sequential [] Adjunctive []
(If checked, omit responses to Items #22 and #23 below.)

21. **ENTRY SKILLS:** (In the following space, list the course content/entry skills required of the pre/corequisite or recommended preparation, i.e., list what the student needs to learn in the pre/corequisite or recommended preparation course that constitutes the entry skills of the subject course of this outline.)

Students should be able to:

22. **CSU/UC CAMPUSES:** (Identify in the table below three CSU/UC campuses which require an equivalent pre/corequisite for a course equivalent to the subject course of this outline. Also state in the table the corresponding course department and numbers for the identified campuses. This is one way to validate a pre/corequisite, but it is not the only way and therefore it is not mandatory to complete this table.)

	CSU/UC Campus	Course Dept/No.	Pre/Corequisite No.
1			
2			
3			

23. **COMMUNICATIONS, COMPUTATIONAL, NON-SEQUENTIAL PRE/COREQUISITE:** (In the following space, explain how the need for the pre/corequisite was validated.)

REQUEST FOR COURSE APPROVAL COURSE ADDITIONS/DEACTIVATIONS/UPDATES

Department/Course No:

Course Title:

Check appropriate box(es) for action to be taken:

ADDITIONS:

Addition of **NEW** course to an **EXISTING** program.

Addition N (also offered by another Peralta College)

Addition of **NEW** course to a **NEW** program.

Will this course **replace** another course(s) which is to be deactivated?

If so, please list: _____

List all new course information (course number, grading symbol, title, units, hours, prerequisites/corequisites/recommended preparation, transfer status, course description, and TOP number) as it will appear in the College Catalog:

In addition
no more

DEACTIVATION of existing catalog courses(s): If more than one course in the same department is to be deactivated, list courses (course department, number, and title only).

UPDATE: Course outline **update only**; no change in substantive course information is proposed (i.e., course department, number, title, units, hours, levels, prerequisite, and course description).

JUSTIFICATION for course addition, deactivation, or update:

Approved Not Approved Deferred by Curriculum Committee on _____

Course outline returned to originator for editing/corrections on _____

PERALTA COMMUNITY COLLEGE DISTRICT
ABBREVIATED COURSE OUTLINE CHECKLIST

Department/Course No: _____

Course Title: _____

To be completed by the Curriculum Committee and Articulation Officer:

- 1a. Is course required for an occupational Certificate of Completion?
Yes _____ No _____ If yes, which program(s)?
a. _____ b. _____
- 1b. Is course required for a Liberal Arts program? Yes _____ No _____
If yes, which program(s)?
a. _____ b. _____
- 2a. Does it meet GE requirements for the Associate Degree?
Yes _____ No _____
- 2b. If yes, which requirements?
Natural Science _____ Language and Rationality
Social and Behavioral Sciences _____ (a) English Composition _____
(b) Mathematics _____
(c) Computer Literacy _____
Humanities _____ (d) Oral or Written Communication or Literature _____
Ethnic Studies _____ (e) Communication/Analytical Thinking (COA only) _____

To be completed by Articulation Officer – Transfer level courses only

1. Proposed to UCOP: Yes _____ No _____

If yes, date submitted _____

Reply date _____ Approved _____ Denied _____

2. Effective term added to CSU Baccalaureate List _____

3. Does course meet CSU GE/Breadth requirements? Yes _____ No _____
If yes, list Area(s) _____

Date submitted _____

Reply date _____ Approved _____ Denied _____

4. Does course meet IGETC requirements? Yes _____ No _____
If yes, list which Area(s) with designated codes _____

Date submitted _____

Reply date _____ Approved _____ Denied _____

State Forms appear here.

Part II

<u>Table of Contents</u>	<u>PAGE</u>
Peralta Mission Statement	20
CIPD, Purpose and Procedures	22
Discipline/Faculty Task Force	25
Waivers and Substitutions Guidelines	26
Petition for Substitution/Waiver	27
Students with Disabilities	
Board Policy 5.24	28
Chancellor's handbook	29
DSP&S college contacts	31
Guidelines for Associate Degree Applicable Course	32
Guidelines for Transfer Level Courses	34
Verbs Requiring Cognitive Outcomes	35

Mission Statement

"The mission of the Peralta Community College District is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community."

Vision

The Peralta Community College District will be an exemplary system by being responsive to the educational needs of our community, by providing learner-centered educational experiences, and by being committed to innovation and continuous improvement.

Values

1. The district is committed to: being accessible and supportive to all; seeking knowledge and truth in the classroom and in all decision-making processes; being encouraging of open inquiry and expression; and adhering to high ethical standards.
2. The district relies on and respects all our communities, works in partnership with civic organizations, businesses and other institutions, and responds to emerging training and educational needs. We are committed to being known as an accessible community resource providing opportunities for civic, recreational and cultural activities. We value diversity and the global nature of the future.
3. The district is dedicated to a state of evolution and improvement through research, planning, implementation and evaluation. The district is committed to embracing the challenges of the future in both good and bad times.

Adopted April 1998

The Peralta Community College Board of Trustees recognizes the primary responsibility of the faculty for curriculum development and recommendations and recognizes the unique role of the curriculum committee at each college.

The Board is committed to a policy of access that allows and supports the ability of students to take classes and programs at any college in the district and that allows students to move seamlessly among colleges without experiencing changes in degree, program or course requirements.

To that end, the Peralta Community College District Board of Trustees charges the college curriculum committees to propose and recommend courses consistent with Title 5 standards and it further charges the Council on Instruction, Planning, and Development (CIPD) to assure consistency in a seamless access for all district students.

Prior to Board approval for course changes or new programs, the Chancellor or his/her designee shall review recommendations from any college curriculum committee in consultation with representatives from all district colleges to assure the principles of access and consistency as described above are met. These procedures will be carried out through CIPD.

Statutory Basis CCRT.5 §55002(a)(1)

DRAFT

PCCD Board Policy

- 2.20 Arrangements for Recommending College and District-wide policy
- 2.23 Role of the District Academic Senate and the College Faculty Senates in District Governance
- 5.11 Review Policy for Instructional Programs
- 5.12 Articulation Policy for Instructional Programs and Support Services
- 5.20 Requirement for Degrees and Certificates
- 5.22 Standards of Scholarship
- 5.25 Faculty Participation College Development

COUNCIL ON INSTRUCTION, PLANNING, AND DEVELOPMENT

Purpose:

To advise the district in academic areas and related planning; to provide a leadership role in program review and development; and, to review college curriculum additions, deletions, or modifications and submit them to the Chancellor and subsequently to the Board of Trustees for approval.

Areas of Responsibility:

- Peralta Uniform Course Numbering (UCN) process
- Consistent implementation of core curriculum at all colleges
- Quality assurance of programs within the district through regularly scheduled review
- Uniform compliance with Title 5 regulations regarding curriculum
- Guidelines for program and course implementation as it relates to state and federal agencies, other external agencies, and accreditation standards.

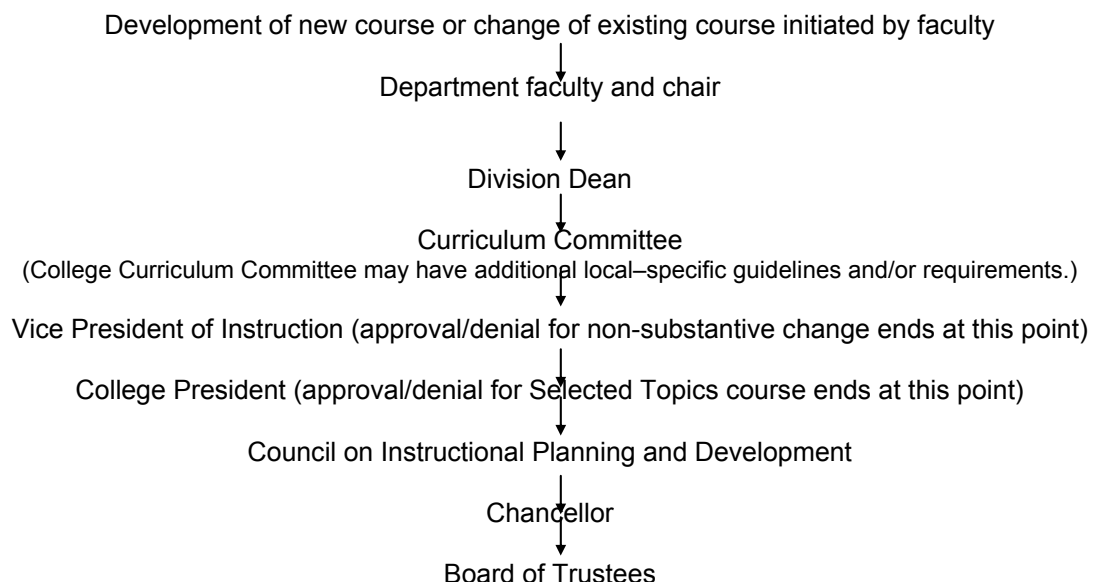
Membership:

Each college shall have five voting members: the Vice President of Instruction, one other manager (the Vice President of Student Services or a Division Dean of Instruction), the college Curriculum Committee Chair, the Articulation Officer, and a Faculty Senate appointee.

The Senior Vice Chancellor of Educational Services shall chair the committee and have one vote in case of a tie. Ex-officio Members: PFT President, District Academic Senate President, Associate Vice Chancellor for A&R and Student Services.

Process:

- I. Review of Approval Process Sequence for new course with permanent number, substantive changes, non-substantive changes, and Selected Topics courses:



- II. Any CIPD member can place an item on the agenda. CIPD will review, analyze, and make recommendations to the Chancellor or designee who will forward appropriate information to the Board of Trustees.

POLICY/PROCEDURES WHEN CIPD MEMBER ABSENT

Sound action by CIPD depends upon active and dependable participation by all members. Regular attendance is essential. The question arises as to what should occur when a member cannot attend CIPD. Three options are presented for consideration.

OPTION I

Conduct all CIPD business with members in attendance.

OPTION II

Alternate appointed for absent member:

1. who would appoint the alternate? The academic senate, local curriculum committee, Vice-president of Instruction, member his/herself
2. should the alternate be appointed for every member at the beginning of each fall semester

OPTION III

Absentee ballot:

1. used for agenda items only (this requires that the agenda will be distributed in a timely manner)
2. ballot must be in the office of the Senior Vice Chancellor of Educational Services no later than noon of the meeting day
3. the ballot must have the item(s) being voted on clearly identified, signed, and dated by the member
4. the ballot will be opened by the Senior Vice Chancellor during the CIPD meeting, after the vote of those present has been taken
5. any business which occurs during a meeting and requiring consensus or vote will be acted upon by those present. There will not be a delay of action because of member(s) absent.

TASK FORCE

Initiate task force for each discipline offered at two or more colleges.

Rationale:

1. facilitate the best course content of the subject
2. encourage and develop more intradistrict faculty interaction
3. the advantage for students moving within the district is that there would be better continuity of course content, especially with sequential courses
4. use of task force would lead to a more efficient completion of UCN outlines
5. would facilitate communication: faculty to faculty; faculty to administration; 2 year to 4 year faculty

Each task force would consist of the department chair from appropriate campuses and **X** number of faculty members elected by the department. Number of faculty would vary with the size of the department. There should be equal representation from each college involved. Consider one dean on each task force (could rotate yearly or every two years). Each task force would elect its own facilitator and determine its own procedures for carrying out its charge. The "charge" may be determined by the group itself, a college curriculum committee, faculty senate, Articulation Officer, DAS, and/or CIPD.

Purpose:

1. develop and implement the best course content and program requirement where applicable. This would be guided by, but not limited to, fundamental and historical information; currency necessary for job or transfer; adequate content for success in subsequent and/or related courses
2. determine appropriateness of pre- or corequisites
3. develop a suggested text book list from which faculty may select
4. coordinate field trips offered by colleges
5. work closely with other faculty in discipline; mentor colleagues as appropriate

Relation to college/district structure:

1. advise and/or make recommendations to curriculum committee, CIPD, and/or DAS on issues related to the discipline; task force members should be considered experts in their field
2. year end report with copies to college dean of discipline, Vice President of Instruction, DAS, and Senior Vice Chancellor of Educational Services on topics discussed, recommendations made, etc.

Summary:

1. task forces should be the means of enhancing academic preparation, content, and offerings to the highest level of quality possible
2. they would be advisory in nature; work closely with local curriculum committee, Articulation Officer, DAS, and CIPD
3. membership on a task force should be viewed with pride; members should be treated with respect and their opinions sought after.

GUIDELINE SUGGESTIONS FOR INITIAL DISCUSSION

Waivers

1. Class is not taught and has not been taught for “x” semesters (e.g. 2 out of previous 3 semesters.)
2. Class is not taught during student’s final semester of completing major or program and student had reason to expect it to be offered.
3. Student has work experience for “x” length of time, which can be validated, and is comparable or equivalent to material taught in class. If course cannot be taken as Credit by Exam, the department chair might require a demonstration of knowledge. [Should design a formula of some sort.]
4. Student took a course at another institution which cannot be substituted because of lack of accreditation but is significantly equivalent to the course both in theory and laboratory.
5. Student has completed an advanced course at another college with a grade of “C” or higher and department chair believes nothing substantial can be gained by taking an introductory or lower level course.

Substitutions

1. Another class at the student’s primary college or within Peralta which the department chair believes meets the purpose(s) of the required course (e.g. a higher level math course, a different course in the major department.)
2. A course from another institution which seems to be a viable alternative to the required course.
3. Which a class is offered at a time different from the rest of the program (i.e., only at night, only during summer, or only on Saturdays); and, the student cannot attend because of definitive job or home responsibilities. [Question: if student knows in advance, could student plan for taking course. Why is course offered at unusual time from rest of program?]

The recommendation from the department chair is key in this process. This position represents the individual who has the expertise and detailed information about his/her department’s course content.

The Petition for Substitution/Waiver form appears on this page

Accommodations for Students with Disabilities

Peralta Board Policy 5.24

The Peralta Community College District, as a group of public institutions of higher education and vocational training, commits itself to a policy of equal opportunity and nondiscrimination for students with disabilities. It is the policy of the District to accommodate requests involving academic adjustment consistent with local, state and federal laws and regulations.

In the case of a dispute involving a student's request for academic accommodations or a student's inquiry regarding the District's compliance with applicable laws and regulations, the Assistant Dean reviews the case and makes an interim decision pending resolution through the grievance procedure Board Policy 4.43. The finding of the grievance committee may be appealed directly to the District Affirmative Action Officer.

Approved July 12, 1994

Special Courses for Students with Disabilities

Some classes for disabled students are simply sections of existing courses. In such a case, the class is taught in accordance with the regular outline of record for that course, but the teaching methods or materials are supplemented to accommodate stated disabilities.

Special classes may also refer, however, to distinct courses with their own outlines of record, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course, with objectives unique to that population.

In either case, special classes—like all courses and sections of courses—must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California Community Colleges. Such courses cannot be designed primarily to provide group activities or services, (e.g. physical activity, counseling, or assessment) but must provide systematic rather than incidental instruction in a body of content or skills whose mastery forms the basis of the student grade.

Courses designed to meet the needs of students with specific functional limitations "shall be open to enrollment of students who do not have disabilities" (Title 5, Section 56028). The course description published in the college catalog may note that it has been designed for students with specific disabilities, but it may not restrict enrollment to such students, nor require students to register for classes through the DSP&S program or counselor, nor otherwise violate the open-enrollment provisions of State law (Title 5, Section 51006).

Sections of courses in the regular curriculum that are merely adapted to enable students with disabilities to meet the regular course objectives in alternative ways do not require separate Chancellor's Office approval.

New DSP&S courses generally require approval by the Chancellor's Office according to the procedures for stand-alone courses, as they are not by definition generally "part of an approved program."

Title 5 contains definitions and specific provisions related to approval of DSPS courses:

56028. Special Class Instruction.

Special classes are instructional activities offered consistent with the provisions of Section 56000 and designed to address the educational limitations of students with disabilities who are admitted to the institution pursuant to Education Code Sections 76000 et seq. and who would be unable to substantially benefit from regular class college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes.

Such classes shall be open to enrollment of students who do not have disabilities. However, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities. Special classes offered for credit or noncredit shall meet the applicable requirement for degree credit, non-degree credit, or noncredit set forth in Sections 55002 and 55805.5 of this part. In addition, special classes shall:

- (a) Be designed to enable disabled students to compensate for educational limitations and/or acquire the skills necessary to complete their educational objectives;
- (b) Employ instructors who meet minimum qualifications set forth in Section 53414 of this division.
- (c) Utilize instructional methods, or materials specifically designed to address the educational limitations of students with disabilities. Curriculum committees responsible for reviewing and/or recommending special class offerings shall have or obtain the expertise appropriate for determining whether the requirements of this section are satisfied.
- (d) Utilize student/instructor ratios determined to be appropriate by the district given the educational limitations of the students with disabilities enrolled in each class. Class size should not be so large as to impede measurable progress or to endanger the well-being and safety of students or staff.

Section 56029 further allows extended repetitions of DSPS courses under certain circumstances. (See p. 36 for specific language.)

In summary, DSP&S course outlines of record should:

- Specify what disability or disabilities the course is designed to address;
- Clarify what objectives the course is to fulfill as they relate to these disabilities;
- Show why a special course is needed to meet this need, rather than its being met through accommodation in a regular course;
- Specify how it will be determined that the objectives have been achieved;
- Explain what disability-specific instructional methods, materials, equipment, etc. will be used and why.

Program and Course Approval Handbook, Chancellor's Office, California Community Colleges, September 2001, pages 44-46

**Peralta Community College District
Disabled Students Programs and Services (DSPS)**

College	Coordinator	Phone
Alameda	Helene Maxwell	748-2326
Laney	Carol Dalessio	464-3432
Merritt	Cristina Tissot	436-2516
Vista	Ponnie Rasmussen	981-2918

Guidelines for Degree Applicable Courses

For any course that will apply toward the associate degree, Title 5 regulations require that the curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking. Every course is required to have an official outline of record which includes specified elements:

55002. Standards and Criteria for Courses and Classes.

(a) Associate Degree Credit Course. An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5 and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.

. . . (2) The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee, determines, based on a review of the course Outline of Record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with section 55200) of this Subchapter.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provisions of Article 2.5 (commencing with section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with provisions of Chapter 2 (commencing with Section 51000), sections 55761-55763 and 58161 of this Division.

There is also a description in Title 5 of the types of courses that may be considered associate degree-applicable. Courses that fall outside the categories listed in the regulation may not be offered for associate degree credit:

55805.5. Types of Courses Appropriate to the Associate Degree.

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002 (a) and that fall into the following categories to be offered for associate degree credit:

- (a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- (b) Courses that apply to the major in non-baccalaureate occupational fields.
- (c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.
- (d) All mathematical courses above and including Elementary Algebra.
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above.

Guidelines for Transfer Level Courses

1. The course shall:
 - a. Be aimed more at understanding theory and concepts which are grounded in the fundamental academic disciplines rather than at the acquisition of immediate technical skills
 - b. Treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level
 - c. Enhance understanding of intellectual, scientific, and cultural concepts and traditions generally may be considered baccalaureate level
 - d. Not be of remedial or college preparatory level
 - e. Move the student toward acquiring competencies expected of university graduates at its completion.

“Bloom’s Taxonomy”

Verbs Requiring Cognitive Outcomes

		Critical Thinking		
		<u>Synthesis</u>		<u>Evaluation</u>
		<u>Analysis</u>	Compose Plan Propose Design Formulate Arrange Assemble Collect Construct Create Set-up Organize Prepare	Judge Appraise Evaluate Rate Compare Value Revise Score Select Choose Assess Estimate Measure
		Distinguish Analyze Differentiate Appraise Calculate Experiment Test Compare Contrast Criticize Diagram Inspect Debate Inventory Question Relate Solve Examine Categorize		
		<u>Application</u>		
		Interpret Apply Employ Use Demonstrate Dramatize Practice Illustrate Operate Schedule Shop Sketch		
		<u>Comprehension</u>		
		Translate Restate Discuss Describe Recognize Explain Express Identify Locate Report Review Tell		
<u>Knowledge</u>				
Define Repeat Record List Recall Name Relate Underline				